

WALLACE GREGG ELEMENTARY

515 Francis Marion Road
Florence, SC 29506

GRADES K-6 Elementary School

ENROLLMENT 331 Students

PRINCIPAL Lorna McBride 843-664-8481

SUPERINTENDENT Joseph S. Nelson, Ed.D 843-669-4141

BOARD CHAIR Mrs. Doris Lockhart 843-664-0050

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	46	54	1	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

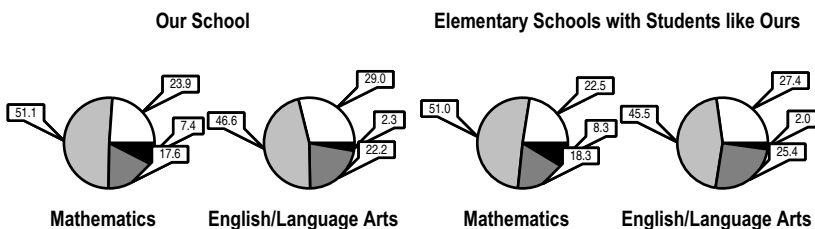
FOR MORE INFORMATION, VISIT WEBSITES AT:




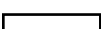
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Average	N/A
2003	Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	24	49	26
Percent satisfied with learning environment	100.0%	72.3%	84.0%
Percent satisfied with social and physical environment	100.0%	73.9%	60.0%
Percent satisfied with home-school relations	95.8%	83.3%	75.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	204	99.0	29.0	46.6	22.2	2.3	24.4	17.6
Gender								
Male	113	99.1	33.7	49.5	14.7	2.1	16.8	17.6
Female	91	98.9	23.5	43.2	30.9	2.5	33.3	17.6
Racial/Ethnic Group								
White	104	98.1	14.3	46.4	35.7	3.6	39.3	17.6
African-American	97	100.0	42.7	47.2	9.0	1.1	10.1	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	177	99.4	25.2	46.4	25.8	2.6	28.5	17.6
Disabled	27	96.3	52.0	48.0	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	204	99.0	29.0	46.6	22.2	2.3	24.4	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	202	99.0	28.7	47.1	21.8	2.3	24.1	17.6
Socio-Economic Status								
Subsidized meals	130	98.5	37.1	51.4	10.5	1.0	11.4	17.6
Full-pay meals	74	100.0	16.9	39.4	39.4	4.2	43.7	17.6

Mathematics								
All students	204	100.0	23.9	51.1	17.6	7.4	25.0	15.5
Gender								
Male	113	100.0	22.1	54.7	13.7	9.5	23.2	15.5
Female	91	100.0	25.9	46.9	22.2	4.9	27.2	15.5
Racial/Ethnic Group								
White	104	100.0	8.3	48.8	28.6	14.3	42.9	15.5
African-American	97	100.0	38.2	52.8	7.9	1.1	9.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	177	100.0	20.5	50.3	20.5	8.6	29.1	15.5
Disabled	27	100.0	44.0	56.0	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	204	100.0	23.9	51.1	17.6	7.4	25.0	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	202	100.0	23.6	51.1	17.8	7.5	25.3	15.5
Socio-Economic Status								
Subsidized meals	130	100.0	31.4	54.3	14.3	N/A	14.3	15.5
Full-pay meals	74	100.0	12.7	46.5	22.5	18.3	40.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	40	N/A	28.2	56.4	15.4	N/A	15.4
	Grade 4	51	N/A	24.0	50.0	26.0	N/A	26.0
	Grade 5	45	N/A	31.1	55.6	13.3	N/A	13.3
	Grade 6	49	N/A	18.8	41.7	33.3	6.3	39.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	58	100.0	16.3	40.8	38.8	4.1	42.9
	Grade 4	43	97.7	40.6	53.1	6.3	N/A	6.3
	Grade 5	55	98.2	34.0	48.0	18.0	N/A	18.0
	Grade 6	48	100.0	28.9	46.7	20.0	4.4	24.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	40	N/A	38.5	35.9	25.6	N/A	25.6
	Grade 4	51	N/A	36.0	40.0	18.0	6.0	24.0
	Grade 5	45	N/A	55.6	31.1	8.9	4.4	13.3
	Grade 6	49	N/A	20.8	50.0	22.9	6.3	29.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	58	100.0	14.3	53.1	26.5	6.1	32.7
	Grade 4	43	100.0	25.0	62.5	9.4	3.1	12.5
	Grade 5	55	100.0	18.0	52.0	20.0	10.0	30.0
	Grade 6	48	100.0	40.0	40.0	11.1	8.9	20.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 331)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	6.5%	Down from 7.4%	2.7%	2.4%
Attendance rate	95.5%	Up from 93.4%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	10.6%	Up from 6.4%	12.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.4%	Up from 8.2%	8.1%	8.0%
Older than usual for grade	4.2%	Up from 4.0%	1.2%	1.1%
Suspended or expelled	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 25)				
Teachers with advanced degrees	64.0%	Up from 57.7%	47.1%	50.0%
Continuing contract teachers	92.0%	Up from 88.5%	85.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	85.2%	Up from 82.3%	86.8%	86.2%
Teacher attendance rate	93.6%	Up from 91.5%	95.2%	95.3%
Average teacher salary	\$41,756	Up 3.8%	\$39,326	\$39,909
Prof. development days/teacher	12.9 days	Up from 7.1 days	11.6 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio	15.7 to 1	Up from 15.2 to 1	18.9 to 1	18.9 to 1
Prime instructional time	88.0%	Up from 82.7%	89.3%	89.7%
Dollars spent per pupil*	\$7,333	Up 10.8%	\$5,647	\$5,892
Percent spent on teacher salaries*	63.9%	No change	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	74.5%	Up from 28.7%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Wallace Gregg Elementary School is accredited by the Southern Association of Colleges and Schools and by the Commission on International and Trans-Regional Accreditation (CITA). In addition, an ALL CLEAR rating from the State Department of Education Office of School Quality indicates that our school meets the standards prescribed by the State Board of Education.

Our goal is to enable our students to achieve the highest levels of academic achievement possible. To facilitate this goal, we have been involved in several innovative programs this school year to further enhance and accelerate the academic success of our students. One innovation was Extended Mathematics. This program targeted students who scored below basic on the Palmetto Achievement Challenge Test (PACT). Students received hands-on mathematics instruction throughout the school year from certified mathematics teachers as well as English Language Arts Teachers.

Our staff is dedicated to the process of continuous improvement in correlating their teaching to the South Carolina Standards in mathematics, language arts, science and social studies. The teachers are using the standards to teach and remediate skills on a weekly basis. This focus enables the teachers to become more aware of what students should "know and be able to do" and to teach specifically to those needs. Standards instruction is further examined and implemented through staff development, in-service support, teacher graduate courses, and grade-level common planning time meetings.

Student achievement has been enhanced by grants written and received. Wallace Gregg received grants from the State Department of Education, General Electric, and MESA Science Achievement, and the International Reading Association.

Character continues to be a strong part of our development of the whole child. Our students are participating in programs such as Jump Rope for Heart, "Yes We Can," and the annual Christmas Toy Drive. In further enhancing the character of the school, Wallace Gregg is a Red Carpet Award winning school for the 2002-03 school year.

Lorna McBride, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.